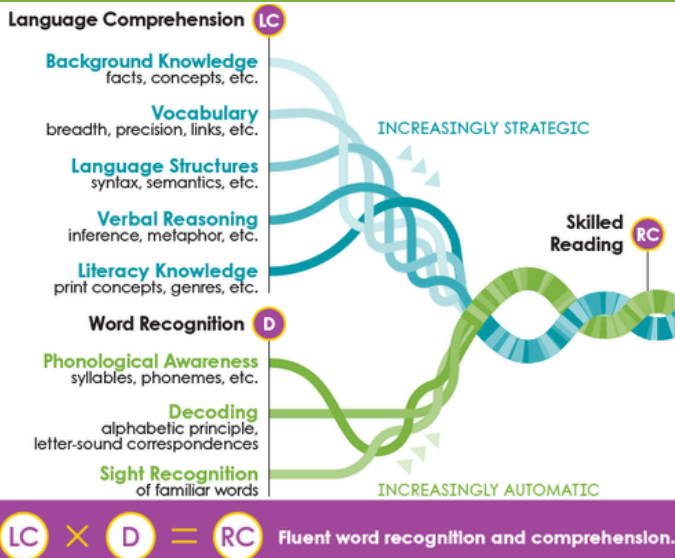


Literacy in Evergreen

Reading is a **complex process** that requires weaving together subskills, as shown in the "reading rope" below. It has **two main components**: oral **language comprehension**- understanding the words you hear, and **word recognition**- cracking the code of written text and pronouncing the words. Both of these are vital to being a skilled reader!

Scarborough's Reading Rope



"The goal of literacy instruction is for all students to read, understand, and express their understanding of complex, grade-level texts. At the **heart of being able to read** and understand complex texts is: the **ability to decode words** automatically and fluently and determine how words work together in sentences to produce meaning. Having language sense combined with other factors, such as having **robust background knowledge** and a **wide vocabulary**, is a key determining factor in what makes a student able to read and understand complex texts." (Shanahan, Fisher, & Frey 2012)

5 KEY COMPONENTS OF READING

- 1 **Phonemic awareness:** The ability to hear, blend, segment, and manipulate sounds.
- 2 **Phonics:** The relationship between letters and sounds in language. This involves decoding written words during reading and encoding words during writing.
- 3 **Fluency:** The ability to read text accurately, quickly, and with expression.
- 4 **Vocabulary:** Understanding the meaning of words and how they are used in different contexts.
- 5 **Comprehension:** The ability to understand and make meaning from what has been read. This involves using background knowledge, decoding skills, vocabulary, and critical thinking strategies to construct meaning from text. Reading comprehension is the application of multiple skill components and can be seen as the main goal of reading.

For more information on how we learn to read, please click the video link below or scan the QR Code with your device.

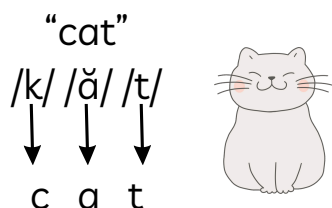


K-4

LITERACY OVERVIEW

Phonics

A method for teaching people how to read and write an alphabetic language. It is done by demonstrating the relationship between the sounds of spoken language, and the letters or groups of letters or syllables of the written language.



Fluency Building

The ability to read a text accurately, at a good pace, and with proper expression and comprehension.

It is done by re-reading the same text, several times, over several days, to improve pace and expression.

Phonemic Awareness

The ability to hear, identify and manipulate the smallest units of sounds, blending words together and breaking words apart.

E.g., "Tell me the sounds in 'shoe': /sh/, /oo/

WHAT IS Structured Literacy



Writing Connections

An intensive, explicit approach to building practical writing skills. Instruction starts with the very smallest building blocks of written language (words and sentences) and increases in complexity to narrative and informational writing.

Vocabulary Development

The process of understanding and using new words when reading and writing.

Printed words are an abstract representation of concepts. These need to be explicitly taught through structured methods.

E.g., "The child's answer was very **perceptive**." If someone calls you *perceptive*, they mean you are very aware of everything around you.

Background Knowledge

We develop background knowledge by acquiring new information, making connections between ideas, and exploring the world. This is taught through science, social studies, literature, and other areas as well as personal experiences.

5-8

LITERACY OVERVIEW

Background Knowledge

We develop background knowledge by acquiring new information, making connections between ideas, and exploring the world. A solid base of information is important for students, as it enables them to better understand the topics they are studying.

Vocabulary Development

The process of understanding and using new words when reading and writing. Printed words are an abstract representation of concepts. These need to be explicitly taught through structured methods. Background Knowledge and Vocabulary are the main “support beams” in the “comprehension house.”

Morphology

The study of word parts. This equips students with the tools to decipher unfamiliar vocabulary in complex texts. Understanding word bases, prefixes, and suffixes empowers them to grasp the meanings of unfamiliar words, enhancing overall comprehension.

Fluency Building

The ability to read a text accurately, at a good pace, and with proper expression and comprehension. Strong readers who practice fluency develop a natural rhythm and intonation in their reading. Fluency makes reading more engaging and enables students to explore the subtleties and complexities of literature, providing a deeper comprehension of the material.

Fluency is a skill that is transferable to a wide range of reading materials, including complex literature, academic texts, and professional documents. It ensures that readers can tackle any reading challenge with confidence and depth of understanding.

WHAT IS Middle Years Literacy



Writing Connections

Explicit instruction builds practical writing skills. Teaching focuses on combining sentences into more complex thoughts through narrative, informational, and opinion writing that is integrated into content area subjects such as science and social studies.

OUR COMMITMENT TO STUDENT LEARNING IN LITERACY

EARLY SCREENING AND ASSESSMENT

In alignment with the *Manitoba Guiding Principles for a Comprehensive Approach to Reading Instruction*, students in Evergreen School Division receive **early screening** and **ongoing assessment** which enables early identification of student learning needs and informs student programming decisions.

In Evergreen School Division, students are screened using the **DIBELS** assessment. **DIBELS** stands for Dynamic Indicators of Basic Early Literacy Skills, and represents a system of assessments that allows teachers and schools to determine how students in grades K-6 are performing on important reading skills.

All students in grades K - 6 are given the **DIBELS** assessment **three times each year**; usually this occurs in the **fall, winter, and spring**. This school-wide testing is called **benchmark assessments**. Each DIBELS task takes about one minute to complete. Benchmark assessments (given three times a year) take two to six minutes to administer, depending on the students grade level.

The **skills assessed** with mCLASS DIBELS 8th Edition include:

- **Phonemic awareness:** hearing and using the smallest units of sound in spoken words.
- **Phonics:** matching the sounds of spoken English with individual letters or groups of letters.
- **Fluency:** reading text with proper speed, accuracy and expression.
- **Comprehension:** reading text and understanding its meaning.

The DIBELS assessment **helps teachers plan** their day-to-day reading lessons and helps school staff determine how to allocate resources to ensure every child is on track to become an accurate and fluent reader.

